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ABSTRACT

This document is a manual of instruction on how to administer the Child Behavior Survey Instrument (CBSI). This manual also presents definitions of the categories used to define the nature of the observed child's behavior. The CBSI provides a scheme for observing the classroom behavior of children along nine major categories: (1) orientation, (2) subjective mood, (3) motility, (4) motivation, (5) cognitive behavior, (6) satisfaction, (7) interaction between child and teacher, (8) interaction between child and child, and (9) verbalization. Each of these categories has subcategories with which the child's behavior can be characterized. (WD)

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CHILD BEHAVIOR SURVEY INSTRUMENT*

Manual of Instructions and Definitions

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Part I. Description

The Child Behavior Survey Instrument provides a scheme for observing the classroom behavior of children along nine major categories. Category X (Activity Type) is listed to give a rough description of the situation in which the behavior occurs. Each of these broad categories is then further subdivided into smaller subcategories indicated by the A, B, C, etc., to the left of the subcategory name. Some of these categories have numerical ratings within them, as indicated by the numbers to the right of the subcategory names.

To the right of the subcategory names are vertical columns in which the appropriate number or letter is placed for each observation. Each completed vertical column is called a 'round'. Each observation sheet for the CBSI provides for 9 rounds, i.e., one round for each of 9 children, or 9 rounds for one child, etc.

Part II. Observation Procedures

Observers must exercise great care to be quiet and unobtrusive in the classroom. Interaction with the children cannot be permitted. If children ask what you are doing, you may answer matter-of-factly "working" or "writing." Do not extend the conversation. If the child persists, you can say that you are busy at the moment. The children will soon learn that you are occupied and return to their work or play. Try to avoid letting the child realize that you are focussing your attention on him at the time of observation.

At the head of the vertical columns, the names of the children to be observed are entered. Check these names to be sure that it is clear which of two children with the same first name is being observed; if there are unusual names, indicate clearly what is the sex of the child. Indicate clearly which children listed on the observation sheet are absent. Follow the procedure outlined below:

A. Observe the child whose name is at the head of the column <u>just long enough to be sure what the behavior is...rarely longer than 10 seconds</u>. If you observe longer, you will find that you are trying to describe more than one episode of behavior, and that is confusing.

B. After this moment of observation, turn your attention to the sheet: DO NOT LOOK BACK AT THE CHILD again until after this observation has been recorded. Now, under this child's name mark off the appropriate categories as defined below.

C. After you have filled in the column this way, turn to the name at the head of the next vertical column. You may have to move outdoors, or move your position in the classroom to obtain an adequate view of the child's behavior. Do this moving about as quietly and unobtrusively as possible. Then proceed this way with all the children in the classroom until the required number rounds for each child is completed.

D. In 5 of the major categories, one of the subcategories <u>must</u> be applied to the observed behavior. For example, the first major category TASK ORIENTATION must contain a score for every round: in these categories also, only <u>one</u> of the subcategories can be used to describe a given behavior observation.

E. In categories VII and VIII (Interpersonal), the first box may be marked A or B, or a letter N may be placed in the box to indicate that none of the behaviors listed in the category occurred. If the child observed was not involved in interpersonal activity at the moment of observation, all subcategories within the Interpersonal categories are left blank. If some kind of Interpersonal behavior did occur in a given observation, then all subcategories in the Interpersonal categories must be marked.

Part III. Definitions

I. Orientation. This broad category of behavior describes the child's orientation, or involvement with respect to whatever work or play is occurring at the time of the observation. The first subcategory requires a decision as follows:

Mark the box with the letter A for task only when the behavior observed involves work or activity that the teacher has clearly and distinctly prescribed. This should happen most often during periods II and IV. For example, the teacher has made it clear that the children are to listen to a story, string beads in a certain way, etc. Teachers will vary as to how often they make clear directives as to what the children are expected to be doing at any given time. Some teachers will not do this very often, some will do this more. You will have to be alert to the teacher's instructions to the children. If necessary you could check out the necessary information with the assistant teacher or teen-age assistant in the classroom.

As long as the teacher has not issued a specific directive as to what the children are to be doing, then use the letter B for Activity, to describe the work or play that the teacher is permitting during the period of observation. After this decision has been made, select one of the following subcategories which best describes the child's orientation to the classroom setting as you observed him.

A. Task absorption. This subcategory is defined as behavior in which a child is working alone at an activity or task. Use the following numerical ratings:

1. Routine activity. This describes an orientation to work or play which is routinized, going through motions indifferently. The child does whatever he does with no apparent interest or involvement.

2. Absorbed in task. The child's interest in the activity is higher than in rating a; he is involved, he may look up from his work or play occasionally, but he returns to it with some purposefulness. He is interested and involved in the activity or task.

3. Deeply absorbed. The child is deeply interested and involved in whatever he is doing. He is completely undistracted by the activities around him, e.g., apparent concentration on drawing with crayons, building with blocks, etc. Give the child's behavior this rating only when the child appears very absorbed.

B. Attention to the teacher. The child is watching or listening to the teacher. Use the following alphabetical ratings:

1. The child is watching or listening to the teacher, but without any real interest or involvement. He may ask the teacher for help, or follow her instructions, but in a fairly routinized or indifferent way.

2. The child is attending to the teacher with moderate interest or involvement. He may be watching her casually, looking away occasionally, but returning to her with some interest. He may make moderately intense attempts to get the teacher's attention.

3. Rapt attention to the teacher. This describes a child who is watching or listening to the teacher, or talking to her and deeply intent upon the ongoing interaction between himself and the teacher; he appears captivated by whatever she is saying, showing or doing. It may include making strong demands for the teacher's attention. Use this rating only when the child's attention is very intently upon the teacher.

C. Social work. This describes the behavior of the child when he is engaged in conversation and/or other cooperative work with other children. The interaction between the observed child and other children is task or activity related, i.e., concerns the work or play of one or both of them, e.g., asking another child what he is making, how he is planning to build something, sharing materials or equipment. No ratings are used.

D. Intent on nonpermitted work. Use this category to describe the child when he is clearly involved in an activity or behavior which is not prescribed for him by the teacher at the time of observation. This category is also to be used to describe any behavior which the teacher would clearly not be expected to assign or prescribe or construe as appropriate at the moment. E.g., going outdoors when assigned to indoor activity, etc., painting when he should be in Circle. Teachers will vary on the specificity of what is permitted. Some teachers will have specified times when the children are allowed to play outdoors, others will not. If the child is deviating from this kind of directive, score his behavior in this category.

E. Aimless movement, wandering around. This category includes behavior in which the child appears to have no interest in any task or activity. He may wander aimlessly about the room without apparent purpose, or indicating no intention to undertake an activity or task, e.g., moving across the room, surveying others casually; going from indoors to outdoors aimlessly; not stopping to get involved in any work or play; sitting at a table, but moving or fidgeting with no apparent plan for work or play.

F. Disruptive. Characteristics of this behavior include negative attention-seeking; horseplay, fighting, running around the room, or any other behavior which tends to upset the classroom routines or ongoing activity. It is distinguished from the "aimless" category by its apparent purposefulness, or by an apparent intention to attract attention from children or adults, or by the fact that it disrupts the work or play of others.

II. Subjective mood. This broad category is intended to describe the apparent mood or feelings of the observed child at the moment of observation. Use the numerical ratings as follows:

A. Disposition

1. Playful. This is usually indicated by smiling, laughing, high spirits, happy qualities, while working or playing.

2. Matter-of-fact. This is used when the child does not appear to be emotionally aroused at all, rather he is detached or uninvolved.

3. Serious. Engaged in work or play, or watching others with some concentration and seriousness.

B. Uneasy. This refers to behavior which can be described as restless, tense, shy, nervous, anxious, angry, fearful, or uncomfortable in some other way. Use the following

1. Slightly uneasy.

2. Moderately uneasy.

3. Strong uneasy.

If none of the subcategories listed above describes the behavior mark the appropriate box: I (Indeterminate)

III. Motility. This category describes the general style, manner and speed of the child's body movements. One of the ratings listed below must be marked with each observation. Use the numerical ratings as follows:

1. Constricted. The body is tense or restrained, movements are constrained.

2. Neutral. The body or body movements are about normal for the situation.

3. Expansive. Movements are very free, body is relaxed in the situation.

IV. Motivation. This broad category is designed to describe the child's needs or purposes being met by the observed behavior. One of the six subcategories listed below must be scored for each observation. In addition to locating the subcategory which best describes the child's behavior, each observation must be scored with a rating. Use the numerical ratings as follows:

1. Slight.
2. Moderate.
3. Strong.

A. Mainly sensory-motor. The behavior is motivated primarily by the sense of pleasure to be derived from the sensory and/or motor aspects of a task or activity, e.g., apparent satisfaction from the body movements of dancing, rather than from the social components of dancing, or, in cleaning off a table a child appears to enjoy the sensuous aspects of the task more than the functional aspects of it.

B. Mainly social. This category describes behavior motivated primarily by the satisfaction to be derived from the interactions with others through a given activity or task. It can be used to describe behavior only when the child is working or playing with other children. Neither achievement or competitive components are described by this category. Examples: dramatic play, exchange of affectionate gestures and smiles during play, etc.

C. Mainly nurturance. This includes behavior in which the child seems to be seeking or enjoying affection, support, sympathy, friendship from an adult, etc., one of these is dominant goal of the child's behavior.

D. Recognition. This includes behavior in which the child is seeking or enjoying approval or praise for having achieved a standard of performance, e.g., climbing high on the jungle gym, painting a picture, solving a puzzle, or directing the attention of another child to his own accomplishments.

E. Mainly achievement. This category describes behavior motivated primarily by the satisfaction to be derived from the sense of competence, mastery or achievement from a task or activity. This involves apparent striving to attain some standard of performance or perceived expectation of performance; it includes behavior which shows evidence of comparison with an internal or external standard of performance. It does not include the seeking of attention for performance as described in the category 4 above.

I. Indeterminate. This category is used in cases where the motives are too difficult to determine. Behavior which often falls into this category includes day-dreaming, wandering around the room, some aggressive behavior, etc.

V. Cognitive behavior. This broad category has to do with behaviors in which processing and seeking information are salient and apparent. This is usually easier to observe in the more formal and structured periods of classroom activity. If none of the categories of behavior listed below describe the observed behavior mark the box with N for none, or O for other.

A. Seeking and offering information. This type of behavior is generally observed through the child's verbalizations, and usually consists of posing or answering questions; it may be in the form of the child's relating his own experiences, or telling a story about a given event.

B. Curiosity and exploration. This behavior includes the exploratory manipulation of materials; showing an interest in novel events in the environment. The behavior marked in this category is often non-verbal, e.g., experimenting with weighing scales by placing objects on the scales, etc.

C. Following a cognitive plan. This behavior indicates that the child has some work goal or plan in mind for whatever he is doing, and that he is working towards this objective. The behavior shows some awareness of the sequences of behavior he intends to perform, e.g., putting together an elaborate arrangement of train tracks with an apparent end goal in mind, "setting the table" for dramatic play with children in the housekeeping corner. This category also includes problem-solving behavior such as trying "to figure something out," or overcoming an obstacle in a task.

VI. Satisfaction. This category describes the extent to which the child seems to be getting pleasure or satisfaction in whatever the behavior or activity is that he is involved in. The child's level of satisfaction must be indicated for every observation. Use the numerical ratings as follows:

1. Listless, indicating lack of desire to do whatever he is doing, or a general attitude of apathy or indifference.

2. Low satisfaction.

3. Moderate satisfaction.

4. High satisfaction.

VII. Interpersonal. Interaction between the observed child and the teacher or other adult.

This category is used to describe interactions between the observed child and the teacher (T), assistant teacher (A.T.), or another adult in the room (A). If no interaction between the child and adults occurs at the time of observation, mark the box with N for none.

Mark the box with the appropriate description of the adults as follows:

T: Teacher.
A.T.: Assistant teacher.
A: Adult.

A. Initiation. This subcategory indicates who initiated the interaction. Use the following indicators:

T: Teacher or assistant teacher.
Ch: Child.
A: Another adult.
I: Indeterminate.

B. Response to the teacher. Use the following ratings.

1. Resists the teacher or adult.

2. Ignores the teacher or adult.

3. Complies with the teacher or adult.

N. No response.

VIII. Interpersonal. Interaction between the observed child and another child or children.

If such interaction is not present at the time of observation, mark the box with a N for none. If such behavior is present when the child is observed, each subcategory in category H must be scored. Use the ratings as follows:

A. Approach style (to other child or children)

1. Active avoidance of other child or children.

2. Passive watching of other child or children.

3. Passive participation, not very involved.

4. Tentative approach, approaching another child hesitantly.

5. Active interchange, confident interaction with other child or children.

B. Attitude to other child or children.

1. Hostile.

2. Neutral.

3. Friendly.

C. Submissive-dominance level.

1. Submissive, yielding to others.

2. Neutral, no apparent contention over "power."

3. Dominative, instructing or pressuring other child or children.

D. Sharing.

1. Resists sharing.

2. No sharing.

3. Active sharing.

E. Competition.

1. Avoids competition on performance.

2. No competition evident.

3. Active competition with other child or children.

IX. Verbalization. If the observed behavior is unaccompanied by verbalization, mark the box with N for none. If verbalization does occur, indicate the object of the communication as follows:

T: Verbalization to teacher.
A.T.: Verbalizes to assistant teacher.
A: Verbalizes to another adult in the room.
Ch: Verbalizes to another child or children
S: Verbalizes to himself.

1. Fluency. Rate the child's fluency as follows:

1. Low, very slow, labored speech, very hesitant, unintelligible.

2. Medium fluency, hesitant tone, some repetitions, incomplete utterances, articulation normal.

3. High fluency, confident tone, complete utterances, smooth, articulation normal.

Wh: Whines.

St: Stammers.

J. Activity type. This category is a rough description of the activity centers or types in which the children are involved at the time they are observed. One of the subcategories in the lists, as well as the Outdoor/Indoor indicator, must be marked for each observation.

I or O: Indoors or Outdoors.

A. Special project activity.

B. Dramatic play, e.g., housekeeping corner, dress-ups, etc.

C. Table activities, e.g., puzzles, lotto games, tile sets, etc.

D. Creative activities, e.g., painting, collage, pasting, clay, etc.

E. Blocks, cars, trucks, trains; equipment usually played with on the floor in the block corner.

F. Books, music, records; the child is "reading," listening to music alone.

G. Circle time, assembly, whole group assembled by the teacher for a story, finger plays, sharing plans, music time, etc.

H. Nutrition; juice or lunch time, children are involved with meal.

I. Motor activity, outdoors, climbing, jumping, ball playing, swinging.

J. Other, any activity not clearly described by the categories above.

K. Rest time, quiet time on the rugs.

L. Routines; wash-up time, putting away jackets, preparing to leave, etc.

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CHILD BEHAVIOR SURVEY INSTRUMENT

KATZ-3/68 Child's name_____

I. ORIENTATION: A: Task: B: Activity
- A. Task absord. 1, 2, 3
- B. Attend Teach 1, 2, 3
- C. Social Work
- D. Intent nonpermit work
- E. Aimless move, wandering, watching
- F. Disruptive

II. MOOD: I: Indeterminate
- A. Disposit: 1: pl: 2: mof: 3: Ser.
- B. Uneasy: 1: sl: 2: mod: 3: Str.

III. MOTILITY: 1: const: 2: neutr: 3: exp.

IV. MOTIVE: I: Indeterm.
- A. Sensory-motor 1, 2, 3
- B. Social 1, 2, 3
- C. Nurturance 1, 2, 3
- D. Recognition 1, 2, 3
- E. Achievement 1, 2, 3

V. COGNITIVE: N: None
- A. Seek and offer info.
- B. Curiosity and explor.
- C. Following a cogn. plan

VI. SATISFACTION: 1, 2, 3, 4

VII. INTERPER: w/T: w/AT: w/A; N:
- A. Initiation: T: A: I
- B. Response: 1: resist: 2: ign: 3: compl: N

VIII. INTERPERS: w/ch: N
- A. 1: act. avd: 2: pass w: 3: pass part: 4: tent. appr: 5: active interchange
- B. 1: Hostile: 2: Neutral: 3: Friendly
- C. 1: Submiss: 2: Neutral: 3: Domin.
- D. 1: Resis share: 2: no sh.: 3: Share
- E. 1: Avd. Compet: 2: no com: 3: Compete

IX. VERBALIZATION: T: A.T.: A: Ch: S: N:
Fluent: 1: lo: 2: med.: 3: hi: Whine:

X. ACTIVITY TYPE: A to L / Letter

Date_____ Teacher_____

Period____ Room____ Obs_____